
Statewide Assessment in Utah UPASS & NCLB



Accountability

- No Child Left Behind (NCLB)
 - Adequate Yearly Progress (AYP)

- Utah Performance Assessment System for Students (U-PASS)
 - Law
 - Accountability Plan



Nuts and Bolts of No Child Left Behind

- Enacted January 2001
- Stronger accountability for results
 - close the achievement gap and make sure all students achieve academic proficiency
 - annually inform parents and communities about state and school progress
 - if necessary, make dramatic changes to the way the school is run
- Expanded options for parents
- Emphasis on teaching methods that have been proven to work

No Child Left Behind

Federal Accountability

- Federal Goal is for ALL schools to have 100% of students proficient by 2014
- Remediation implementation for Title 1 schools
- All other schools are “simply” labeled as making or not making AYP – Adequate Yearly Progress
- Implications are evident at all levels
 - Positive and negative

Understanding AYP

- No Child Left Behind requires each state to define **adequate yearly progress** for school districts and schools.
 - Measurable levels of improvement in student performance
 - Set the bar
 - Raise the bar
 - By 2014 all students will be achieving at the proficient level on state assessments in Language Arts and Math

Utah's AYP Plan

- Proficiency data from CRTs and UAA
 - Grades 3-8, and 10
- Academic Achievement: Language Arts and Math-whole school and subgroups
 - Meet or exceed status bar
 - Demonstrate improvement from previous year(s) -*safe harbor* provision
- 95% Participation in testing
- Additional indicators: attendance (elementary) and graduation rate

No Child Left Behind

Percentage of Students Proficient

	Starting Point	2005	2007	2009	2011	2013	2014
Language Arts 3-8	65%	71%	77%	83%	89%	95%	100%
Mathematics 3-8	57%	64%	71%	78%	85%	92%	100%
Language Arts 10	64%	70%	76%	82%	88%	94%	100%
Mathematics 10-12	35%	47%	59%	72%	84%	96%	100%

School Improvement Year 1

- Warning issued
- Superintendents are encouraged to take immediate action to assist toward improvement

There will be no sanctions or designations for non-Title I schools beyond those specified in U-PASS.
Regardless of Title I status, U-PASS specifies school improvement plans for all schools.

School Improvement

Year 2

- District designates school as needing improvement and notifies parents
- School develops or revises a two-year achievement plan
- District provides technical assistance and convenes peer review process
- District provides transfer options and transportation to another school not under improvement, as desired by parent/student

School Improvement Year 3

- Designation
- Notification
- Technical assistance
- Transfers
- District arranges provision for supplemental service
- State assigns monitor

School Improvement

Years 4+

- Designation
- Notification
- Technical assistance
- Transfers
- Supplemental services
- Corrective action plans
- Continuous monitoring
- Possible State interventions and alternative governance provisions



Utah Performance Assessment System for Students (U-PASS)

- Product of Utah Code 53A-1-605, establishing an accountability system for Utah public schools.
- Determines acceptable levels of student and school performance, based on multiple measures.
- Development process designed by variety of stakeholders across the state.

U-PASS Legislation

53A-1-605

(1) ...develop a plan to analyze the results of the U-PASS scores for all grade levels and courses required under Section 53A-1-603 and the student behavior indicators referred to in Subsection 53A-1-602 (3) (e).

U-PASS Legislation

53A-1-605

2(b) ...identify schools not achieving state established acceptable levels of student performance in order to assist those schools in raising their student performance levels.

U-PASS

Development Process

- **Plan was developed by:**
 - ❑ **U-PASS Task Force**
 - ❑ **U-PASS Elementary, Middle, High School Working Groups**
 - ❑ **District Superintendents**
 - ❑ **District Assessment Directors**
 - ❑ **Technical Advisory Committee**
 - ❑ **Policy Advisory Committee**

U-PASS Development Process

- **This model has been shared with:**
 - **State Board – monthly**
 - **PTA Legislative representatives**
 - **District leadership teams**
 - **CMAC Executive Council**

U-PASS Task Force

- 1 USOE Associate Superintendent
- 1 State School Board Member
- 3 District Superintendents
- 3 District Assessment Directors
- 2 Principals
- 2 PTA
- 1 UEA
- 1 Business
- 1 CMAC
- 1 Higher Education
- 1 USOE Special Education
- 1 USOE Curriculum
- 1 USOE Computer Services
- 2 USOE Evaluation & Assessment

U-PASS Working Committee Elementary

- **Task Force members**
- **Elementary Principals**
- **District Assessment Directors**
- **USOE Personnel**
 - **Curriculum**
 - **Computer Services**
 - **Special Education**
 - **Evaluation & Assessment**

U-PASS Working Committee

Middle Level

- **Task Force members**
- **Middle Level Principals**
- **District Assessment Directors**
- **USOE Personnel**
 - **Curriculum**
 - **Computer Services**
 - **Special Education**
 - **Evaluation & Assessment**

U-PASS Working Committee High School

- **Task Force members**
- **High School Principals**
- **District Assessment Directors**
- **USOE Personnel**
 - **Curriculum**
 - **Computer Services**
 - **Special Education**
 - **Evaluation & Assessment**

Educator & Public Participation Web Site

- **Weekly Updates**
- **E-mail address to encourage comments, suggestions, etc.**

U-PASS

Accountability Plan

- **Complies with state law**
- **Developed by Utah education stakeholders**
- **Celebrates individual performance & progress**
- **Utilizes multiple assessments & indicators**
- **Disaggregates assessment information**
- **Holds schools & subgroups accountable**

U-PASS

Accountability Plan

- Individual student

- Status

- Percent proficient on each assessment

- Char was proficient (level 3) in math*

- Char was not proficient (level 2) in science*

- Progress

- Compares the students performance last year with the same student's performance this year.

- Char was not proficient (level 2) last year in math*

- Char was proficient (level 3) this year in math*

U-PASS

Accountability Plan

- **Multiple Assessments & Indicators**
 - ❑ **English language arts CRT**
 - ❑ **Math CRT**
 - ❑ **Science CRT**

 - ❑ **Utah's Alternate Assessment**
 - ❑ **Direct Writing Assessment**
 - ❑ **Utah Basic Skills Competency Test**
 - ❑ **Utah Academic Language Proficiency Assessment**
 - ❑ **Attendance**
 - ❑ **Graduation Rate**

U-PASS

Accountability Plan

Subgroup accountability

- ❑ **Economically Disadvantaged**
- ❑ **Students with Disabilities**
- ❑ **Total Group**
- **English Language Learners**
- **Ethnicity**
 - African American
 - American Indian
 - Asian
 - Caucasian
 - Hispanic
 - Pacific Islander

Focus on closing the gap between student groups.

U-PASS

Accountability Plan

Extensive subgroup reporting

- ❑ **Economically Disadvantaged**
- ❑ **English Language Learners**
- ❑ **Ethnicity**
 - African American
 - American Indian
 - Asian
 - Caucasian
 - Hispanic
 - Pacific Islander
- **Students with Disabilities**
- **Total Group**
- **ELL proficiency levels
A,B,C,D,E**
- **Gender**
- **Migrant**
- **Mobility**
- **Students without Disabilities**

Schools will be identified

- **Achieved State Level of Performance**
- **Needs assistance, not achieving State Level of Performance**

Achieved State Level of Performance

- **Student Participation on Assessments**
- **Status Scores**
 - Percentage of students proficient on each assessment and indicator
- **Progress Scores**
 - Longitudinal measure based on
 - Comparing the achievement levels of the same student from one year to the next
 - Comparing one group of students (grade or course) from one year to the next

Schools will be identified as:

- **Achieved State Level of Performance**

- Participation is 95% AND
- Status is acceptable OR progress is medium or high

- **Needs assistance, not achieving State Level of Performance**

- Participation is less than 95% OR
- Status is not acceptable AND progress is low

Achieved State Level of Performance

	Low progress	Medium progress	High progress
Acceptable status			
Unacceptable status	<i>Needs Assistance</i>		

Two U-PASS Plans

- **Elementary/Middle School**
- **High School**

Overall Status & Progress Score

Elementary/Middle

- **Language Arts 35%**
- **Math 35%**
- **Science 20%**
- **Attendance 10%**

Overall Status & Progress Score

High School

- **Language Arts 30%**
- **Math 25%**
- **Science 25%**
- **Attendance 10%**
- **Graduation Rate 10%**

Elementary/Middle Language Arts Score *35%*

English Language Arts CRT 30%

Direct Writing Assessment (DWA) 5%

or

English Language Arts CRT 35%

High School Language Arts Score *30%*

English Language Arts CRT 50%
DWA 10%

or

English Language Arts CRT 60%

UBSCT reading 25%
UBSCT writing 15%

Math Score

- **Elementary/Middle 35%**

- **Math CRT**

- **High School 25%**

- **Math CRT & Math Credit 50%**

- Math credit - 9th & 10th grade students earning credit in a math graduation course without a CRT

- **UBSCT math 50%**

Science Score

- **Elementary/Middle 20%**
 - **Science CRT**
- **High School 25%**
 - **Science CRT**

Attendance Score

- **Elementary/Middle/High School 10%**
 - **Percentage of students absent fewer than 15 days per year.**

Graduation Rate Score

- **High School 10%**
 - **Percentage of students who receive a diploma, following students beginning with their 10th grade year.**

Elementary/Middle

- **Language Arts (35%)**

- ELA CRT (35%)

Or

- ELA CRT (30%)
& DWA 5%

- **Science (20%)**

- Science CRT

- **Math (35%)**

- Math CRT

- **Attendance (10%)**

High School

■ Language Arts (30%)

- ELA CRT (60%)
 - Or CRT 50% & DWA 10%
- UB SCT reading (25%)
- UB SCT write (15%)

■ Science (25%)

- All Science CRT

■ Mathematics (25%)

- Math CRT & Courses (50%)
- UB SCT math (50%)

■ Attendance (10%)

■ Graduation rate (10%)

Overall Progress Scores

- **Percentages are the same as the status scores**
- **Defined as low, medium or high**
- **Value Added Growth Model**

Overall Progress

- **Longitudinal measure**
 - ❑ Low, medium, high
- **Compares the same student from one year to the next year for:**
 - ❑ all English Language Arts CRT Assessments (grades 3-11);
 - ❑ Math CRT Assessments grades (3-6);
 - ❑ Science CRT assessments (grades 4-8),
 - ❑ Attendance
- **Compares one group (grade or course) from one year to the next year for:**
 - ❑ Secondary math CRT Assessments;
 - ❑ High School science CRT assessments;
 - ❑ Direct Writing Assessment (DWA)
 - ❑ Utah Basic Skills Competency Test (UBSCT)
 - ❑ Graduation rate

Overall Progress

- **Is a Work in Progress**
- **2004 Assessments are the base line beginning with 3rd grade** *(4th grade in Science)*
- **2005 Assessments will establish progress beginning with 4th grade** *(5th grade in Science)*
- **Progress will utilize a value added table awarding points for student or group progress**
- **The Progress formulas and value added table will be completed when the 2005 data becomes available**

Example Value Added Progress Table

	Year 2 Level					
Year 1 Level	Level 1a	Level 1b	Level 2a	Level 2b	Level 3	Level 4
Level 1a	0	200	300	400	500	600
Level 1b	0	100	200	300	400	500
Level 2a	0	0	100	200	300	400
Level 2b	0	0	0	100	300	400
Level 3	0	0	0	0	200	300
Level 4	0	0	0	0	100	300

U-PASS Example

Applegrove Elementary School

Participation – 96%

Status – Acceptable

Progress – Medium

Achieved State Level of Performance

U-PASS Example

Peachy Elementary School

Participation – 92%

Status – Acceptable

Progress – Medium

**Needs Assistance, Not Achieving
State Level of Performance**

U-PASS Example

Cherryroad Middle School

Participation – 98%

Status – Unacceptable

Progress – High

Achieved State Level of Performance

U-PASS Example

Orangetown High School

Participation – 97%

Status – Unacceptable

Progress – Low

**Needs Assistance, Not Achieving
State Level of Performance**

U-PASS Example

Mellonville High School

Participation – 97%

Status – Acceptable

Progress – Medium

**Achieved
State Level of Performance**

U-PASS Timeline

- **The accountability plan will be established incrementally based on the availability of required assessments**

U-PASS Timeline

- **2004 CRT established baseline**
- **2005 CRT begins progress score**
- **UBSCT in effect for 2006**
- **UALPA implemented 2006**

U-PASS Report

- The U-PASS School Performance Report will include:
 - ❑ School Report Card (Accountability Plan)
 - ❑ All Disaggregated Assessments
 - ❑ AYP Information

Purpose

NCLB

- Focus on group improvement
- All students required to be proficient by 2014
- Based solely on proficiency, doesn't recognize growth.

UPASS

- Focus on individual student improvement
- All students are expected to be proficient or improving
- Recognizes growth.

Assessments - NCLB

- Criterion Reference Test
 - ❑ English Language Arts – grades 3-8, 10
 - ❑ Math – grades 3 – geometry (secondary)
 - ❑ Science – required yet not considered in proficiency calculation
 - ❑ Utah's Alternate Assessment

Assessments - UPASS

- ❑ English Language Arts CRT, grades 3 – 11
- ❑ Math CRT, grades 3 – geometry
- ❑ Science CRT – grades 4 – 8, earth systems, biology, physics, chemistry
- ❑ Direct Writing Assessment (DWA)
- ❑ Utah Basic Skills Competency Test (UBSCT)
- ❑ Utah's Alternate Assessment (UAA)
- ❑ Utah Academic Language Proficiency Assessment (UALPA)

Additional Indicators of Proficiency

NCLB

- Attendance for grades 3-8
- Graduation rate for high school

UPASS

- Attendance for all grades
- Graduation rate for high school
- Credits earned in higher level math courses.

Basic Criteria for Success

NCLB

- Participation – 95%
- Proficiency on required assessment
- Additional indicator proficiency (i.e., attendance, graduation rate)

UPASS

- Participation – 95%
- Proficiency on required assessment
- Progress on required assessment
- Proficiency and/or progress on indicator

Sanctions for school not achieving required levels of proficiency:

NCLB

- Title I Schools only
 - 1st year - warning
 - 2nd year - designated as needing improvement and school choice for students with transportation provided and funded.
 - 3rd year - supplemental services from outside agency
 - 4th year – possible alternative governance

UPASS

- No Sanctions
- All schools focus on early interventions
- All Utah students allowed choice, transportation paid by parents.

Students with Disabilities

- Same participation options in both systems
 - ❑ Standard assessment administration
 - ❑ Accommodations made for assessment
 - ❑ Modifications made to assessment
 - ❑ Utah's Alternate Assessment (restricted guidelines under NCLB)

- New flexibility still undefined
 - ❑ Additional alternate assessment (yet to be determined, restricted guidelines under NCLB)

English Language Learners

NCLB

- Allowed one year after arriving in U.S. to become proficient in assessments
- Students who exit ELL programs remain in group for two years for accountability

UPASS

- Allowed up to three years after arriving in U.S. to become proficient in assessments
- Utah Academic Language Proficiency Assessment used to show proficiency and progress.

ELL for U-PASS & NCLB

Year in U.S. ELL Level	U-Pass State Accountability	NCLB Federal Accountability
0 - 1 (one full academic year) A – B	UALPA UBSCT	UALPA Math CRT (Not used for AYP)
1 - 3 A – B	UALPA UBSCT	UALPA, CRT (ELA, math)
3 + A - B	UALPA, UBSCT, CRT (math, science, ELA), DWA	UALPA, CRT (ELA, math)
C	UALPA, UBSCT, CRT (math, science, ELA), DWA	UALPA, CRT (ELA, math)
D	UBSCT, CRT (math, science, ELA), DWA	CRT (ELA, math)
E	UBSCT, CRT (math, science, ELA), DWA	CRT (ELA, math)

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Student Summary Information

Cumulative School Year Data	Whole School
Average Daily Attendance (ADA)	96%
Number/Percent of Students who were absent 10 or more school days	374 or 18%
School Mobility Rate	18.5%
Dropout Rate	14.3%

STUDENT ACHIEVEMENT

Students in the Graduating Class Taking College Entrance Exams

	Number Of Students	Percent Of Students	Average Score
ACT	333	59.0%	21

	Number Taking AP Courses	Number Taking AP Tests	Percentage Taking Tests
Advanced Placement	428	329	76.9%

	Students Receiving Credit
Concurrent Enrollment	362

School Median Percentile Rank compared to the State and District on the Stanford Achievement Test

Stanford Ach. Test	Complete Battery				Reading				Language				Math				Science			
	Exp. Range	Sch	Dis	St	Exp. Range	Sch	Dis	St	Exp. Range	Sch	Dis	St	Exp. Range	Sch	Dis	St	Exp. Range	Sch	Dis	St
11th Grade	34-71	62	61	56	34-69	60	60	55	23-61	53	53	47	43-80	73	68	68	38-77	67	67	62

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Previous U-PASS Report included:

- School summary information
- Student summary information
- NRT results by State, District and School
- CRTs for the past two years by District and School

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SCHOOL CONTEXT

School & Professional Staff Description

Fall Data - October 1st	Whole School
Number of Enrolled Students	2011
Number of Principal(s)	1
Number of Assistant Principal(s)	4
Number of Counselor(s)	3
Number of Teachers	89
Average Years of Professional Service	16
Professional staff (teachers, counselors, administrators, etc.) that have a degree/endorsement in their assigned area.	83 or 85.6%
Professional staff (teachers, counselors, administrators, etc.) that have a graduate degree.	52 or 53.6%

Student and Grade Level Information on October 1st

Fall Data - October 1st	Grades in School			
	9th	10th	11th	12th
Number of Students per Grade Level		651	718	642
Number/Percent White Students		591 91%	643 90%	575 90%
Number/Percent Hispanic Students		31 5%	41 6%	28 4%
Number/Percent Asian Students		9 1%	18 3%	17 3%
Number/Percent other Ethnic/Racial Students		20 3%	16 2%	22 3%
Number/Percent of Limited English Proficient (LEP) Students		52 8%	49 7%	46 7%
Number/Percent Students With Disabilities		70 11%	67 9%	53 8%
Students Eligible for Free/Reduced Price Lunch	17%			

	Language Arts	Mathematics	Science
9th Grade			
10th Grade			
11th Grade			
12th Grade			

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CORE CRITERION REFERENCE TEST (CRT) RESULTS BY PROFICIENCY*

Note:
2003 CRT Assessment Results are not comparable to 2004 CRT Assessment Results. This is due to the Standard Validation Process that occurred in July of 2004 to restructure the out scores.

English/ Language Arts	Percent of Students Reaching Either Level 3 Sufficient or Level 4: Substantial Proficiency																				
	All Students			Gender						Socio-Economic Status						Special Education Status					
				Male			Female			Free/Reduced Lunch			Regular Lunch			With Disabilities			Without Disabilities		
				School	Dist	School	School	Dist	School	School	Dist	School	School	Dist	School	School	Dist	School	School	Dist	
				2003	2004	2004	2003	2004	2004	2003	2004	2004	2003	2004	2004	2003	2004	2004	2003	2004	2004
9th Grade																					
10th Grade	85	84	83	80	78	80	89	89	86	72	73	69	88	87	86	50	32	39	86	89	87
11th Grade	82	82	82	77	80	78	87	85	86	67	65	67	85	87	85	42	34	36	84	87	86

Math																					
Pre-Alg.		9	65		14	63		Insufficient Data	68		Insufficient Data	48		17	71		10	20		Insufficient Data	74
Elem. Alg.	40	47	65	35	51	66	45	38	64	29	49	49	45	45	69	30	35	28	42	49	66
Geometry	42	50	64	49	56	68	34	45	61	34	31	53	44	55	66	44	33	56	39	49	64

Science																					
Earth Sys.																					
Biology	45	67	69	50	70	71	40	64	68	40	44	53	46	74	72	20	24	25	45	67	68

UTAH BASIC SKILLS COMPETENCY TEST (UBSCT) RESULTS

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Done Internet

Revised web-based U-PASS report

- Report Card identifying school status and progress
- School scores
- Ability to 'drill down' for disaggregation & longitudinal comparisons
 - Tests given for grades housed within school
- Additional data for reporting only

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School Performance Report 09 / 12 / 05
Clover School, South District

Achieved State Level of Performance: ☒

Needs Assistance, Not Achieving State Levels of Performance: ☐

School Met 95% Participation on Assessments: ☒ Yes

Schools are identified as Achieved the State Level of Performance if :

- Participation is 95% AND
- Status is acceptable OR Progress is medium or high.

Schools are identified as Needs Assistance, Not Achieving the State Level of Performance if :

- Participation is Less than 95% OR
- Status is not acceptable AND Progress is low.

OVERALL STATUS:
ACCEPTABLE

LANGUAGE ARTS
94 % of students proficient

MATH
88 % of students proficient

SCIENCE
89 % of students proficient

ATTENDANCE
97 % of students proficient

GRADUATION RATE
96 % of students proficient

OVERALL PROGRESS:
MEDIUM

LANGUAGE ARTS
progress score

MATH
progress score

SCIENCE
progress score

ATTENDANCE
progress score

GRADUATION RATE
progress score

OVERALL STATUS:
68% of A&B Students Moved to Level C

English Language Learners
88% of A Students Moved to Level B
84% of B Students Moved to Level C

Yes or NO (Met 38 of 40 criteria)

Met Adequate Yearly Progress for No Child Left Behind

% Participation

■ CRT ELA Participation	97%
■ CRT Math Participation	96%
■ CRT Science Participation	94%
■ DWA	95%

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School Performance Report
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09 / 12 / 05

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OVERALL STATUS:
ACCEPTABLE

LANGUAGE ARTS
94 % of students proficient

MATH
88 % of students proficient

SCIENCE
89 % of students proficient

ATTENDANCE
97 % of students proficient

GRADUATION RATE
96 % of students proficient

OVERALL PROGRESS:
MEDIUM

LANGUAGE ARTS
progress score

MATH
progress score

SCIENCE
progress score

ATTENDANCE
progress score

GRADUATION RATE
progress score

OVERALL STATUS:
68% of A&B Students Moved to Level C

English Language Learners
88% of A Students Moved to Level B
84% of B Students Moved to Level C

Yes or NO (Met 38 of 40 criteria)

Met Adequate Yearly Progress for No Child Left Behind

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Language Arts Status Breakdown Clover School, South District

	2003			2004			2005			2006		
	distrot	state	school	distrot	state	school	distrot	state	school	distrot	state	school
1st Grade CRT	79	99	76	81	87	77	81	86	86	82	71	78
2nd Grade CRT	92	96	78	72	79	80	80	81	75	76	80	80
3rd Grade CRT	82	73	86	80	83	95	76	88	79	89	73	71
4th Grade CRT	89	96	82	72	76	77	76	83	79	81	79	80
5th Grade CRT	79	82	72	82	70	77	89	86	71	86	94	76
6th Grade CRT	79	76	78	74	93	72	74	81	85	78	71	75
6th Grade DWA	99	95	86	86	87	74	76	83	71	85	73	71
Total Averages	85	88	79	78	82	78	78	84	78	82	77	75



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Clover School, South District

3RD GRADE LANGUAGE ARTS CRT		2004				2005				2006				2007			
		PROFICIENT		NOT PROFICIENT		PROFICIENT		NOT PROFICIENT		PROFICIENT		NOT PROFICIENT		PROFICIENT		NOT PROFICIENT	
		LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
WHOLE SCHOOL		77%	75%	73%	77%	73%	75%	90%	84%	71%	73%	95%	75%	77%	77%	77%	95%
ETHNICITY	AFRICAN AMERICAN	75%	93%	77%	76%	76%	70%	70%	77%	77%	73%	79%	73%	74%	70%	77%	73%
	AMERICAN INDIAN	74%	92%	75%	78%	85%	74%	72%	74%	78%	70%	79%	79%	74%	77%	71%	88%
	ASIAN	73%	81%	78%	73%	96%	75%	74%	78%	78%	70%	70%	75%	79%	77%	84%	76%
	HISPANIC	77%	73%	77%	79%	92%	76%	78%	78%	79%	73%	71%	78%	70%	92%	76%	89%
	PACIFIC ISLANDER	95%	76%	74%	79%	73%	72%	96%	77%	85%	97%	76%	77%	73%	79%	73%	90%
	WHITE	79%	91%	79%	79%	78%	74%	86%	73%	78%	78%	75%	77%	76%	74%	75%	79%
DISABILITIES	WITH ACCOMODATIONS	72%	77%	79%	75%	78%	96%	76%	77%	71%	75%	77%	79%	73%	76%	78%	74%
	W/O ACCOMODATIONS	74%	74%	78%	79%	75%	79%	70%	73%	71%	72%	80%	72%	72%	77%	92%	83%
	UAA	94%	92%	79%	89%	76%	75%	71%	98%	76%	72%	74%	72%	78%	78%	81%	84%
GENDER	FEMALE	77%	70%	72%	78%	86%	74%	76%	86%	75%	86%	76%	70%	94%	72%	81%	79%
	MALE	74%	95%	76%	79%	70%	88%	72%	82%	97%	97%	77%	79%	71%	75%	70%	77%
ENGLISH LANGUAGE LEARNERS	ALL ELL STUDENTS*	73%	83%	84%	74%	94%	78%	73%	72%	72%	75%	94%	75%	87%	78%	74%	77%
	ELL LEVEL 1*	98%	83%	79%	90%	75%	79%	76%	71%	73%	99%	78%	76%	93%	79%	70%	78%
	ELL LEVEL 2*	79%	75%	71%	74%	70%	79%	74%	72%	72%	95%	73%	71%	75%	99%	78%	74%
	ELL LEVEL 3*	73%	91%	72%	76%	73%	77%	73%	72%	74%	72%	77%	75%	71%	72%	73%	79%
	ELL LEVEL 4*	73%	78%	73%	74%	78%	79%	70%	78%	75%	70%	72%	79%	96%	90%	74%	88%
	ELL LEVEL 5*	74%	85%	70%	71%	71%	78%	97%	71%	71%	92%	72%	77%	75%	70%	75%	77%
MIGRANT	MIGRANT	73%	72%	73%	78%	71%	75%	79%	72%	77%	71%	93%	78%	77%	76%	70%	74%
MOBILITY	MOBILITY	79%	77%	70%	74%	71%	74%	97%	76%	75%	88%	73%	72%	76%	75%	78%	89%
SOCIO-ECONOMIC STATUS	FREE/REDUCED LUNCH	72%	71%	78%	72%	96%	83%	93%	74%	72%	79%	78%	78%	81%	77%	88%	70%
	REGULAR LUNCH	75%	71%	73%	77%	79%	70%	77%	79%	81%	72%	75%	80%	72%	78%	75%	97%

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Utah Performance Assessment System for Students

Home Legislation Reports How to Read Reports



School Performance Report 09 / 12 / 05
Clover School, South District

Achieved State Level of Performance: ☒

Needs Assistance, Not Achieving State Levels of Performance: ☐

School Met 95% Participation on Assessments: ☒ Yes

Schools are identified as Achieved the State Level of Performance if :

- Participation is 95% AND
- Status is acceptable OR Progress is medium or high.

Schools are identified as Needs Assistance, Not Achieving the State Level of Performance if :

- Participation is Less than 95% OR
- Status is not acceptable AND Progress is low.

OVERALL STATUS:
ACCEPTABLE

LANGUAGE ARTS
94 % of students proficient

MATH
88 % of students proficient

SCIENCE
89 % of students proficient

ATTENDANCE
97 % of students proficient

GRADUATION RATE
96 % of students proficient

OVERALL PROGRESS:
MEDIUM

LANGUAGE ARTS
progress score

MATH
progress score

SCIENCE
progress score

ATTENDANCE
progress score

GRADUATION RATE
progress score

OVERALL STATUS:
68% of A&B Students Moved to Level C

English Language Learners
88% of A Students Moved to Level B
84% of B Students Moved to Level C

Yes or NO (Met 38 of 40 criteria)

Met Adequate Yearly Progress for No Child Left Behind

Utah Performance Assessment System for Students (U-PASS)

■ Other Reports:

- ❑ NRT
- ❑ SAT
- ❑ ACT
- ❑ AP
- ❑ Concurrent
- ❑ School Summary Information
- ❑ Student Summary Information
- ❑ Percent of student reading on grade levels (reported for grades 1-10)
- ❑ Dropouts (disaggregated by '08)
- ❑ Discipline
- ❑ Course Taking Patterns and Trends

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Utah Performance Assessment System for Students

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School Performance Report 09 / 12 / 05
Clover School, South District

Achieved State Level of Performance: ☒

Needs Assistance, Not Achieving State Levels of Performance: ☐

School Met 95% Participation on Assessments: ☒ Yes

Schools are identified as Achieved the State Level of Performance if :

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LANGUAGE ARTS
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MATH
88 % of students proficient

SCIENCE
89 % of students proficient

ATTENDANCE
97 % of students proficient

GRADUATION RATE
96 % of students proficient

OVERALL PROGRESS:
MEDIUM

LANGUAGE ARTS
progress score

MATH
progress score

SCIENCE
progress score

ATTENDANCE
progress score

GRADUATION RATE
progress score

OVERALL STATUS:
68% of A&B Students Moved to Level C

English Language Learners
88% of A Students Moved to Level B
84% of B Students Moved to Level C

Yes or NO (Met 38 of 40 criteria)

Met Adequate Yearly Progress for No Child Left Behind

Progress Section of Report

- Indication of progress in identified areas
 - Tests given for grades housed within school
- Data for four years starting with 04/05 school year
- Drill down on cohort progress
 - Grade
 - Course

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Utah Performance Assessment System for Students

Home Legislation Reports How to Read Reports



School Performance Report
Clover School, South District

09 / 12 / 05

Achieved State Level of Performance: ☒

Needs Assistance, Not Achieving State Levels of Performance: ☐

School Met 95% Participation on Assessments: ☒ Yes

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LANGUAGE ARTS
94 % of students proficient

MATH
88 % of students proficient

SCIENCE
89 % of students proficient

ATTENDANCE
97 % of students proficient

GRADUATION RATE
96 % of students proficient

OVERALL PROGRESS:
MEDIUM

LANGUAGE ARTS
progress score

MATH
progress score

SCIENCE
progress score

ATTENDANCE
progress score

GRADUATION RATE
progress score

OVERALL STATUS:
68% of A&B Students Moved to Level C

English Language Learners
88% of A Students Moved to Level B
84% of B Students Moved to Level C

Yes or NO (Met 38 of 40 criteria)

Met Adequate Yearly Progress for No Child Left Behind

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Progress Report:
Clover School, South District
Language Arts CRT

School Progress	2004 - 2005	2005 - 2006	2006 - 2007	2007 - 2008
OVERALL PROGRESS	MEDIUM	N/A	N/A	N/A
1ST GRADE CRT	LOW	N/A	N/A	N/A
2ND GRADE CRT	LOW	N/A	N/A	N/A
3RD GRADE CRT	MEDIUM	N/A	N/A	N/A
4TH GRADE CRT	HIGH	N/A	N/A	N/A
5TH GRADE CRT	HIGH	N/A	N/A	N/A
6TH GRADE CRT	MEDIUM	N/A	N/A	N/A
6TH GRADE DWA	MEDIUM	N/A	N/A	N/A

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Resources

- Utah State Office of Education Website
<http://www.schools.utah.gov>

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